

# Index to Volume 7

Number 1, 1-84  
 Number 2, 85-180  
 Number 3, 181-276  
 Number 4, 277-372

- ANDERSON, RICHARD B. The Effectiveness of Follow Through: Evidence from the National Analysis, 209
- APPLE, MICHAEL W. Politics and National Curriculum Policy: An Essay Review of Documents from the NIE's Curriculum Development Task Force, 355
- BORTON, TERRY. Reaching Them Where They Are: Guidelines for Developing Concomitant Instruction, 131
- CARTWRIGHT, CAROL A. *See* Seaver, Judith, W.
- CLARK, CHRISTOPHER M., and YINGER, ROBERT J. Research on Teacher Thinking, 279
- COOKE, BARRY F. H. Pupils Can Help Teach the Teacher, 349
- DAVIS, O. L., jr. The Nature and Boundaries of Curriculum History: A Contribution to Dialogue over a Yearbook and Its Review, 157
- DERR, RICHARD L. Curriculum: A Concept Elucidation, 145
- . Reply to Winchester, 342
- DEWEY, JOHN. On Industrial Education, 53
- . *See* Snedden, David.
- DROST, WALTER H. Social Efficiency Re-examined: The Dewey-Snedden Controversy, 19
- ENNS, ROBIN J. Review of *Curriculum: An Introduction* by David Jenkins and Marten D. Shipman, 174
- FRANKLIN, BARRY M. Review of *Perspectives on Curriculum Development, 1776-1976* edited by O. L. Davis, jr., 67
- HANEY, WALT. The Follow Through Experiment: Summary of an Analysis of Major Evaluation Reports, 227
- KENNEDY, MARY M. The Follow Through Program, 183
- NYSTRAND, MARTIN. Reply to Mr. Wilburn, 268
- OLSON, JOHN K. Teacher Education and Curriculum Change: Reexamining the Relationship, 61
- POSNER, GEORGE J. Review of *Curriculum, School and Society: An Introduction to Curriculum Studies* edited by Philip H. Taylor and Kenneth A. Tye, 270
- RUDNITSKY, ALAN N. Review of *Curriculum: A Comprehensive Introduction and Designing Curriculum: Self-instructional Modules* by John D. McNeil, 363
- SEAVER, JUDITH W., and CARTWRIGHT, CAROL A. A Pluralistic Foundation for Training Early Childhood Professionals, 305
- SIMON, ROGER I. (editor). Aesthetic Criticism and Curriculum Description: A Collective Commentary on Elizabeth Vallance's "The Landscape of 'The Great Plains Experience,'" 107

- . Review of *Education and Community: A Radical Critique of Innovative Schooling* by Donald Oliver, 259
- SMITH, ANNABELLE. Review of *The Arts, Human Development, and Education* edited by Elliot W. Eisner, 172
- SNEDDEN, DAVID. Fundamental Distinctions between Liberal and Vocational Education, 41
- and DEWEY, JOHN. Two Communications, 33
- TOOMEY, RON. Teachers' Approaches to Curriculum Planning: An Exploratory Study, 121
- VALLANCE, ELIZABETH. The Landscape of "The Great Plains Experience": An Application of Curriculum Criticism, 87
- WEES, WILFRED R. Review of *After Survival: A Teacher's Guide to Canadian Resources*, 169
- WESTBURY, IAN. Educational Policy-Making in New Contexts: The Contribution of Curriculum Studies, 3
- WILBURN, GENE. Review of *Language as a Way of Knowing: A Book of Readings* edited by Martin Nystrand, 267
- WINCHESTER, IAN. Concept Elucidation and Educational Issues (reply to Richard L. Derr), 331
- YINGER, ROBERT. See Clark, Christopher M.

